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ABSTRACT

The Women's Leadership Project represents an initial effort to combat discrimination against women in adult education, with special emphasis on adult basic education. Overall goals involved leadership development, impact, and support to: (1) recruit and prepare 10 qualified women adult educators for leadership positions in adult education, (2) develop a resource center of materials relevant to the leadership status of women in education and disseminate information broadly, and (3) develop an internal/external support system for project participants. The highly individualized program was conceived as strongly field based with emphasis on the relation between theory and practice. Project staff included one full-time and three part-time faculty representing educational management, curriculum, and adult education. Program features included: a special preseminar and seminar, supervised management internship in adult education at the local or State level, university course work, and special community impact activities. Specific listings of internships, courses, conferences/meetings/workshops attended, special impact projects, and resource center offerings are included as well as self-rating forms and progress charts. Appendixes contain: a schematic representation of the project, recommended readings, proseminar schedule, educational leadership appraisal, a workshop description, job referral and placement resources, and resource center readings. (EA)

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THE WOMEN'S LEADERSHIP PROJECT:
A ONE-YEAR TRAINING PROJECT
IN ADULT EDUCATION ADMINISTRATION

Final Report

of the

WOMEN'S LEADERSHIP PROJECT
IN ADULT EDUCATION

Ruth L. Richards

August, 1975

Prepared for

Adult Basic Education Project
Bureau of Adult Services
Massachusetts Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Virginia Woolf has remarked, "How unpleasant for women to be locked in, but how much worse to be locked out". Women have long been locked into traditional roles and out of many career opportunities. Educational leadership represents one notable area of exclusion.

Nationally, women represent 66% of all full-time public school teachers. However, they represent only 20% of elementary school principals, 3% of junior high school principals, 1% of high school principals, and 0.1% of all superintendents. In Massachusetts, the situation is only slightly improved with women representing 56% of all teachers, 25% of all principals and, until recently, 0% of all superintendents. (One woman superintendent has recently been appointed.)

In adult education, the situation is likewise discouraging. The Adult Basic Education Directory for fiscal year 1974 listed only four women as directors of adult education out of twenty-nine positions.

Several federal laws apply to the situation of women in educational leadership including Title IX of the Education Amendments of 1972, and going back as far as the Equal Protection Clause of the Fourteenth Amendment. However, the leadership status of women in education is a pervasive problem and is not easily solved. Indeed, there are indications of a steady decline in the number of women in educational administrative positions, a decline dating from World War II. There is also evidence of a decrease in the percentage of women in graduate programs, an essential requirement in obtaining the skills and understandings necessary for the assumption of leadership positions.

Among the impediments to women's success as educational leaders are their often unrealistically low aspirations and lack of qualifications.

Sex-role stereotyping, traditional expectations, and lack of support from significant others often limit sense of competence and ambition. Also contributing are the lack of female role models and presence of a counterpart to the usual male sponsorship arrangements in organizations. Many institutional policies such as recruitment and promotion procedures, language of application forms, job titles, and age factors also prevent woman's advancement. Women who want to assume leadership positions must both change their own attitudes toward achievement and develop strategies to change the organizations that employ them.

The Women's Leadership Project in Adult Education at the Boston University School of Education, federally funded in 1974-75 through the Bureau of Adult Services, Massachusetts Department of Education, addressed the above situation in the area of adult education--with a special emphasis on adult basic education--focusing on women's aspirations and qualifications through its leadership development program, and discrimination within the system through its community impact activities. The Project represents an initial effort to combat discrimination against women in adult education and is envisioned as a model for other training institutions that wish to effect the situation of women in adult education leadership.

GOALS AND OBJECTIVES

Overall goals for the Women's Leadership Project involved dimensions of leadership development, impact, and support:

1. Leadership Development: To recruit ten qualified women adult educators and provide them with the knowledge, training, support, and opportunity to achieve leadership positions in adult education.
2. Impact: To develop a Women's Leadership Project Resource Center, including documents, literature, and resource listings relevant to the leadership status of women in education, and to disseminate Project activities, resources, and findings broadly outside of Boston University.
3. Support: To develop an internal support system within the project and an external support system in the university and community to provide encouragement and assistance to project participants in educational, training, impact, and job seeking activities.

Objectives for the Women's Leadership Project are illustrated in Table 1, including dimensions of leadership development, impact, and support. Leadership development objectives relate to three areas: (a) a knowledge base of prerequisite understandings and skills, (b) personal assessment and planning, and (c) specific skills for educational management and leadership. Project impact objectives are related to development of the resource center and dissemination of information. Support objectives involve internal and external support systems; these are essential to the full achievement of leadership development and impact goals

creating the conditions for risk-taking and overcoming of personal and institutional impediments to making advances in a traditionally male field. (See Appendix A for a schematic representation of project emphasis.)

TABLE 1

WOMEN'S LEADERSHIP PROJECT OBJECTIVES

			OBJECTIVES Participants will be able to:
6	LEADERSHIP DEVELOPMENT	Knowledge Base: Women's issues, adult education, organizations, curriculum	Describe characteristics and problems of women in contemporary society, and historical background
			Identify obstacles to employment, and achievement, of women in management level positions: personal, organizational, societal factors
			Outline existing and possible strategies to overcome obstacles, effect change
			Describe major viewpoints on the present/future role(s) of adult education - and adult basic education specifically - and the key value assumptions from which these viewpoints derive.
			State own position on the future role(s) of adult education
			Describe characteristics of adult learners and implications for educational programs
			Describe major viewpoints, organizational theory and dynamics, and be able to apply these to adult education
			Analyze existing curricula, including: objectives, organizational patterns, materials, instructional methods
			Apply principles of curriculum development in designing new curricula for adult education
		Personal Assessment & Planning	Identify own set of possible career paths and preferences
			Outline own personal strategies for career advancement

LEADERSHIP DEVELOPMENT	Skills For Educational Management & Leadership	Goal-Setting	Decision Making	Communication
Participants will be able to:				
				Communicate interpersonally with individuals and groups in a way which is effective
				Establish structures and procedures of multi-way communication which are politically effective and provide useful information for organizational planning and decision making
			Make effective decisions, establish effective priorities to guide the sequencing of decisions	
			Establish organizational structures and procedures to involve significant others in decision making	
		Diagnose the needs of individuals, organizations, communities, with regard to adult education, and identify their implications for the broad goals of adult education programs		
		Formulate broad goals and policy positions for adult education programs, relating to community, state, national needs and goals		

LEADERSHIP DEVELOPMENT		
Skills For Educational Management and Leadership		
Planning	Implementing	Evaluating
Develop plans for day to day operation and monitoring of an educational program		
Develop long-range plans for educational programs		
Develop strategies for effecting needed change in organizational structures, programs, procedures, and relationships		
Develop structures and procedures to identify and access external resources to support educational programs		
Stimulate community involvement in adult education		
Develop plans in the context of budget constraints		
	Organize, direct, and coordinate educational programs	
	Effectively recruit, select, train, supervise, and promote staff members	
	Effectively promote the program to potential clients and the wider community	
	Employ effective accounting and auditing procedures	
	Provide for purchasing, distribution of suitable materials, equipment	
		Formulate and carry out procedures for ongoing curriculum, program evaluation
		Conduct educational research in adult education settings
		Report and disseminate resulting information, and develop procedures to feed data back into ongoing planning and decision making

Participants will be able to:

	The Women's Leadership Project will develop:
SPACE	A resource center with information and resource listings in problem areas relevant to the status of women as educational leaders.
	Job identification and referral information.
	Dissemination of information of project activities, resources, and findings through the mass media, professional publications and meetings, and project activities open to the public.
SUPPORT	Internal conditions for a system of mutual encouragement and assistance in attaining educational, training, and career goals.
	Linkages with individuals and organizations with Boston University and the larger community to serve as resources to the educational and training program, and to provide role models for participants.
	Linkages for job placement, referral, and impact activities.

PROGRAM DESIGN

The Women's Leadership Project was designed as an interdepartmental graduate program with one full-time and three part-time faculty representing the areas of educational management, curriculum, and adult education. Student selection was designed to identify ten graduate-level women who would form a diverse group in terms of age and personal and professional backgrounds, but would be similar in their potential for educational leadership and commitment to adult education.

The program was created as a one-year full-time enterprise. It was not seen as a degree granting program. However, participants were able to register in appropriate degree programs concurrent with this experience.

The Project's leadership development program was highly individualized to accommodate the diverse needs of its participants. Core components of the program were designed to emphasize common concerns of women seeking leadership positions; individually contracted experiences were to relate to participants' individual needs. Additionally, the program was conceived as strongly field based with emphasis on the relation between theory and practice. Core components of the program included a special proseminar and seminar; individualized components included a supervised management internship in adult education at the local or state level, university course work and special community impact activities, relating to the project's resource center or to dissemination concerns. Each of these features of the program design is described in greater detail below.

Staff

Project staff was designed to include a full-time director, with overall responsibility for developing and administering the program.

Tasks included initial planning, participation in, and coordination of proseminar and seminar, meeting with any student committees and task forces, setting up of internships and supervision, student advisement and sponsorship of independent studies, coordination of resource center and impact activities, communications with project staff, students, consultants, and cooperating agencies, budget management and overall accountability.

Another faculty member served on a 1/3 time basis with responsibility for internship supervision, contributions to the proseminar and seminar, student advisement and sponsorship of independent studies. This individual was to serve as Project Director during a pre-training planning phase, supervising six graduate assistants who would do research on aspects of women's leadership, to build an information base for the project's resource center. She also was responsible for coordinating efforts in recruitment and selection of students and of the director for the project's training phase.

Two other faculty members, were associated with the project, each on a 1/6 time basis. Both were to make contributions to proseminar and seminar in their particular specialty areas (organizational analysis, human relations training), conducting group sessions in these areas, for example, and sponsoring independent studies.

Staff also included one part-time research fellow who was to be responsible for the management and further development of the resource center, and a part-time graduate assistant to assist in the resource center and perform secretarial and clerical tasks as necessary.

Students

Plans involved distribution of announcements of the program across the Commonwealth of Massachusetts to sites to include: adult education

programs, adult education and teachers' groups and women's and minority organizations. Criteria for student selection included: (a) graduate level status, (b) evidence of academic potential (e.g., academic records, recommendations, test scores), (c) indications of leadership potential (e.g., past activities, paid or volunteer, recommendations, statements of goals), (d) evidence of commitment to adult education (e.g., recommendations, goals, past activities), and (e) the potential of individuals to form a diverse but cohesive group (diversity in personal and professional background with like commitment to women and adult education). Selection was accomplished by a committee including representatives from the B.U. faculty and from the Massachusetts Department of Education.

Funding arrangements involved supplying students with B.U. tuition and a $2,500 stipend for the year of study, to assist in freeing them from financial restrictions.

Planning Project

During the spring of 1974, several months were allotted for preparation for the 1974-75 training project. Six graduate assistants, coordinated by one faculty member, were to do research, gathering documents, literature, and names of resource persons and organizations relevant to personal, organizational, and societal factors affecting the leadership status of women both locally and nationally with focus on education.

During spring and summer, time was also set aside for recruitment and selection of students, and of a director for the training phase of the project. Late summer was allotted for the training director to work with her staff to complete and formalize plans for the year in those areas described in the following sections.

Training Project: Program Components and Activities

The relation of program components to project objectives is shown in Table 2. Leadership development objectives for participants and

TABLE 2

RELATION OF WOMEN'S LEADERSHIP PROJECT OBJECTIVES AND PROGRAM COMPONENTS

		General Areas of Project Objectives	Program Components				
			Proseminar	Seminar	Internship	B.U. Courses	Special Activities
LEADERSHIP DEVELOPMENT	KNOWLEDGE BASE	Major problem areas, women in educational leadership	X	X	X		X
		Adult Education	X	X		X	X
		Organizations	X	X		X	
		Curriculum	X	X		X	
	PERSONAL ASSESSMENT & PLANNING	Goal definition and Career Options	X	X			
		Career Strategies	X	X			
	SKILLS FOR EDUCATIONAL MANAGEMENT & LEADERSHIP	Communication		X	X		X
		Decision Making		X	X		X
		Goal-Setting		X	X		X
		Planning		X	X		X
		Implementing		X	X		X
		Evaluation		X	X		X
	IMPACT	Resource Center		X	X		X
		Dissemination					X
	SUPPORT	Internal Support System	X	X			X
		External Support System	X	X			X

impact and support objectives for the project as a whole were designed to be addressed through participants' activity in the leadership development program.

Proseminar. A one week residential proseminar was planned during the end of August, preceeding the beginning of the academic year. The program of activities planned for this component is given in Appendix D. Students and faculty were to live and take most meals at Boston University through the student dormitory system. Formal and informal activities were designed to:

1. Introduce participants to the faculty and each other, to the project, Boston University, and the Boston area.
2. Clarify short and long term goals, assess educational and training needs, and allow for writing of individual contracts for the year's study and activity.
3. Create a learning environment characterized by a mutual support system.

Formal group sessions were to focus on: sharing of personal and professional background and interests, definition of professional goals and needs assessment, clarification of university course and program offerings, Others involved: the profile of adult basic education in Massachusetts, issues of women in management, characteristics of leaders, human relations skills, and questions in evaluation of adult education programs. Sessions were to be conducted by project faculty, typically as informal discussions. Occasional guests were to include graduate assistants from the planning project, consultants from the Mass. Department of Education and the Office of Education, personnel from local adult learning centers, and a consultant from Educational Research Corporation. Needs assessment techniques included self-ratings on leadership

development objectives (Table 1) and group discussion. Time was also provided for individual interviews and course advisement, and for early registration for fall classes. A tour of the School of Education was also planned.

Informal activities were planned to include meals, a couple of parties, and free time for getting to know one another. The total immersion, retreat-type atmosphere was sought to encourage social as well as professional interaction and formation of a close-knit group.

Internship. The individually contracted internship was seen as an essential part of this leadership development program, providing managerial responsibility and experience in an adult education setting.

Internships were designed to involve a minimum of one day per week work, with responsibility to involve communication, decision-making, goal-setting, planning, implementing, and evaluating -- the major skill areas emphasized by the program. Jobs such as administrative assistant to the director of an adult learning center were envisioned and preliminary arrangements were made during the summer. However, students were to be allowed to arrange their own internships if they wished, as long as arrangements were satisfactory to project staff. In every case, individual internship contracts were to be approved by the internship site and B.U. faculty, with internship objectives listed according to the major skill areas above.

Internship supervision was accomplished by one person at the field site with sponsorship responsibility for the intern, and by two B.U. faculty members, each of which was to have some contact with each intern. Periodic meetings between B. U. and field supervisors and the intern, and between the intern and individual supervisors were anticipated.

Field supervisors' responsibility included: cooperation in development of the internship contract, meetings with intern and B.U. faculty, as described, and a written evaluation at the end of each semester, related to internship objectives.

Seminar. A continuing seminar was planned to bring together the ten project participants and selected faculty and consultants on a once a week basis over the year. The seminar was designed to provide for continued meetings of project participants and sharing of activities, enhancing the internal mutual support system as well as providing a variety of role models in the project program faculty, associates, and students themselves. It was also seen as providing a means for continued self-exploration and focus on career options, a forum for discussion of relevant women's issues, and for in-depth focus on specific leadership skills--the latter both through selected activities focusing on specific skills and through analysis of various internship experiences. It finally provided for integration of course work and background knowledges and skills with practicum experiences. Guests were to be brought in to serve as additional role models, to bring new perspectives to the seminar, and to provide linkages, contacts, and external resources to enhance the external support system of the project.

Resources developed and used in the seminar were to be incorporated into the project resource center.

The full structure of the seminar was to be left to the decision of the group -- with guidance, as necessary. This was seen as an important organizational and curriculum development experience to be conducted and analyzed. It was initially suggested that there be a rotating chair, such that each participant would be able to conduct (and evaluate) a meeting. Task forces, planning committees and the like were possibilities

that were left to later group decision. Lists of project resources and resource persons who were willing to participate in the seminar were made available, readings were to be ordered and others recommended (See Appendix C).

A full two-day series of educational management simulations, assessing 23 dimensions of leadership (See Appendix E) was arranged for, through Educational Research Corporation in Watertown, Massachusetts. These simulations, comprising ERC's Educational Leadership Appraisal, were to be provided to project participants at the beginning of the year, along with a full-day session of informal group feedback, provided by ERC, as an extension of proseminar needs assessment activity, as a learning experience in its own right, to be reflected upon and built upon during the year, and as an initial structured sequence of activities to be engaged in while organization of the remainder of the seminar was proceeding.

It was planned that all students would keep a journal emphasing overall personal and professional growth and developing career plans, and reactions to specific project activities.

B.U. Courses. Each project student was able to take three individually selected courses in the School of Education or in the larger university, to develop requisite background knowledges and skills in adult education, organizations, curriculum, and other areas, depending on individual needs and goals. Appropriate courses were to be chosen in light of the needs assessment conducted during the residential proseminar.

Special Activities. It was anticipated that, during the year, various educational experiences - conferences, workshops, meetings, etc. - would arise that project participants could take part in, report back on, and provide information about for the project resource center. Contacts could also be made relative to external support for the project and project

individuals. It was expected that most meetings would involve women's topics, or adult education emphases.

It was also anticipated that the project would be able to serve the larger community through offerings in its resource center, and through activities open to the public. Participation in these activities would enhance learning in relevant content areas, involve a variety of management skills, and serve to foster internal group support and community linkages and external support. Participation in special activities was originally conceptualized as one aspect of seminar participation.

PROGRAM OPERATION AND OUTCOMES

Staff and Students

Project staff and students are identified in the Women's Leadership Project brochure, Appendix B. Final decisions on training project director, 1/6 time faculty and project students were made during the summer of 1974, due to a delay in arrival of training project funds.

Of the four project faculty positions, the two 1/6 time positions were filled by men. This "mixed" staff provided a useful balance, more closely approximating the outside environment and allowing participants to try out new behaviors in the presence of both men and women. Also, it was frequently valuable to get a male perspective on issues involving women in management.

The ten project students were selected according to the criteria reported earlier. They represent a diverse group, ranging in age from the 20s to 40s, married and unmarried. Most married women had children; one woman is the mother of six. There was one minority student. All participants had worked with adults, but in a variety of settings. Five women had had experience in adult basic education, a major emphasis of the present program, one of these also in vocational education. Another woman was an occupational education specialist. The remainder had worked at the college level in continuing education or undergraduate programs. (See Table 9). Half of the students had teaching positions before entering the program, while the others were involved in administrative and/or supervisory work, paid and volunteer. Many were returning to school via this program after a hiatus of a number of years.

Geographically, project participants represented areas including Boston, Brockton, Worcester and Springfield.

All project students applied for and were accepted into degree programs, to run concurrent with their work in the project. Five were accepted at the masters and five at the doctoral level. All were affiliated with the Department of Community College and Continuing Education with the exception of one doctoral student who chose to specialize in curriculum.

Due to the low level of stipending available, most of the students opted to work part-time while pursuing the project education and training program, an unfortunate necessity in light of the amount of time required by the program.

Planning Project

Six graduate students from the Department of Childhood and Curriculum Education of the Department of Community College and Continuing Education (Ms. Carol Berman, Ann Coles, Bridget Crittenden, Pat Gagnon, Diane Joyce, Elsa Sonnabend) worked with Dr. Phyllis Henry, the planning project director, during the Spring of 1974. Their researches led to a variety of documents, literature, and resource listings providing an information base for the project. They made major contributions to most of the categories listed in Table 7. Activity included library research, solicitation by mail, visitations to organizations, contacts with resource individuals, and attendance at legislative hearings. Printed material was obtained where possible. Notes on other contacts and findings were prepared for the resource file. Further information on the resource center is available in a later section of this report.

Selection of staff and students was accomplished as described previously.

Training Project

Proseminar. For six days and five nights, students and some faculty and staff lived in a Boston University dormitory. The schedule was a full

one - involving formal activities during two of morning, afternoon, and evening, each day. Social activities filled much of the remaining time. Most group meetings were held as planned, although one session was modified in response to student demand for continued program planning, and some other sessions were shortened due to an increasing fatigue factor.

Both faculty and students found this residential seminar too demanding and often exhausting, although they heartily approved of it in concept, and were enthusiastic about some specific outcome

On a questionnaire administered after the proseminar, participants typically rated the proseminar generally to highly successful as an introduction to aspects of the year's program, and almost all found it highly successful in introducing students to faculty and to each other. The proseminar was rated, on the average, generally successful as an introduction to the project's resources, generally to highly successful as an introduction to available courses, and somewhat to generally successful in terms of planning for the internship. Overall, six students rated the proseminar highly successful; the remainder felt it was either generally or somewhat successful.

A number of comments about the proseminar appeared consistently on questionnaire forms, in mid-semester interviews, and in an end of year group evaluation session:

1. The proseminar concept is excellent; the experience should be seen as a critical part of the year. However, some changes are indicated.
2. Too much was attempted; more unstructured time was needed, and more informal occasions should have been provided for getting to know one another.

3. There was a great deal of initial anxiety about re-entering school which wasn't dealt with adequately. There should have been more emphasis on program planning at the very beginning, and more time for individual guidance and decision making, generally.
4. There should have been a greater focus on self-exploration and goal setting, at the expense of some of the more pure content emphases.

Overall, the proseminar was felt to be particularly successful in forming a strong and cohesive group, due to the extended period of contact across many types of situations (including a 4 a.m. fire drill), and the sharing of experiences which occured. Of particular importance were the late night informal gatherings in individuals' dorm rooms at the conclusion of scheduled activity.

Internship. First and second semester internships are given in Table 3. Initial internship arrangements were made and contracts drawn up during the first month of the project; a number of potential internships were made available including positions in several adult learning centers and continuing education divisions of several community colleges. Students were encouraged to consider alternatives they could develop for themselves, as well. One third of the students ultimately accepted internships developed by the project; these women tended to be those with the least experience in adult basic education. Other students chose to develop positions in organizations where they had contacts. At mid-year, five women contracted to continue with first semester internship placements for the second semester, seeking one complete experience and long-range follow-up on their particular projects. The other five women opted

TABLE 3

FALL AND SPRING SEMESTER INTERNSHIPS

	FALL SEMESTER	SPRING SEMESTER
AA	Women's Opportunity Research Center, Middlesex Community College, Bedford; Co-coordinator of a grant ($20,000) through the Division of Occupational Education, Massachusetts Department of Education, to develop a consumer education program in Lowell, Massachusetts, for the disadvantaged.	
MB	Community Learning Center, Cambridge: Public relations specialist for this adult learning center. Worked with staff to produce articles and releases on the center and a special slide-tape.	Garland Junior College, Boston: Continuing Education Specialist. Worked with administrative staff to design new programs and recruitment strategies. Included work on accreditation of non-traditional study.
LF	"Open House" Adult Learning Center, Brockton: Acting director, with primary responsibility for operation and continued development of the center.	Division of Conferences and Institutes, Stonehill College, North Easton: Curriculum Specialist. Developed resource file and plans for designing and implementing new programs in continuing education for special interests groups.
AH	Adult Education Resource Center, Worcester State College: Staff member in this new center. Assisted in organizing center activities and conducted a needs assessment for Massachusetts adult basic education programs	Adult Education Resource Center: Continued assistance in center activities, including development of masters level program. Taught introductory adult education course at the college.
WH	Opportunities Industrialization Center of Boston, Inc.: Work in staff development related to transition from closed to open student entry system, and other tasks in role of curriculum coordinator.	Project CAREER, Randolph: Staff member and community liaison assessing needs of organizations and institutions in greater Boston with regard to Project CAREER's curriculum development function.
DJ	Research fellow, Women's Leadership Project with responsibility for continued development of the project's resource center.	Research fellow, Women's Leadership Project, and Program Specialist, Peabody Regional Educational Program (PREP) Learning Center. Responsibilities included curriculum consulting and special development work on computer managed instruction.

	FALL SEMESTER	SPRING SEMESTER
DL	Adult Education Resource Center, Worcester State College: Assistance in organization and maintenance of the center, and work as field coordinator of teacher training involving development and coordination of twelve adult basic education staff development workshops throughout Massachusetts.	
CM	Massasoit Community College, Brockton: Continuing Education Administrator, with joint responsibility for planning, implementing and evaluating the college's winter intersession.	Institute for Responsive Education, Boston University School of Education: Co-developer of materials for Citizen Action Research guide.
PP	Somerville Center for Adult Learning Experiences: Computer Specialist, working with center staff on development and maintenance of computer systems for student record-keeping and computer managed instruction. Consultant services to other adult learning centers.	
JP	Putnam Vocational Technical High School, Springfield: Evaluator -- organized and carried out an evaluation of adult occupational education on-location classes.	Massachusetts Association of Vocational Administrators and Massachusetts Department of Education: Full responsibility for planning, implementing and evaluating the annual Adult Education Professional Improvement Seminar, Fitchburg State College, June 22-25.
BR	Women's Opportunity Research Center, Middlesex Community College, Bedford: Joint responsibility for development of senior citizen resources at Bedford Public Library. Creation of information and referral center, including information on human resources and skills, referrals, curriculum and other printed materials. Worked with Aging Person Task Force to design a curriculum addressing needs of the elderly for Middlesex Community College.	

to change internship placements for the second segment, wishing to add breadth to the nature of their experience. In addition to the ten project students, the project's research fellow also completed an internship during the second semester of the project, a placement she was able to arrange for herself. (She is also listed in Table 3). Concurrently, she continued at Boston University as coordinator of the project resource center.

The typical internship ended up requiring two or more days a week, an indication of extensiveness of tasks that were contracted for and the commitment of the intern.

Supervision by B. U. personnel took place both at the site and in private conferences at the university. Supervisors were frequently available for the latter, held upon student request and this tended to be a major thrust of second semester supervision. Field supervisors were in close contact with the intern at the work site and provided feedback which ranged from occasional to frequent, depending upon the supervisor.

Seven of the ten women were generally positive about the first semester internship, two had mixed feelings, and one was generally negative. The latter felt she had not been given sufficient responsibility and experience. The two women with mixed feelings had had some difficulty defining their roles. All students were generally positive toward their second semester experience. Internship sponsors were pleased, in every case, with the internship concept and interns' performance, as indicated by written evaluations.

Some typical student comments: "The 'real thing' -- as important as anything." "I've gained greatly in confidence". "I now feel confident to enter a novel situation and take the reins." "I like the tremendously

excited some days, upset on others. It was hard to set realistic goals." "I gained much practical knowledge of agencies and organizations." "I've been buffetted with work -- not enough time." "A fun place to be." "I've learned a tremendous amount." A typical comment: "I got as much out of it as I could" -- although one student felt she "did not take enough initiative" the first semester.

General outcomes included a chance to develop management skills in a real situation and an opportunity to make a useful contribution to adult education. Most notable was the great increase in confidence which was reported. Main drawbacks were seen in too little time being allotted, and not enough clarity on the part of some internship sites, particularly the first semester, as to expectations. Students also wished that more internship arrangements could have been made prior to the academic year, and that a greater variety of internship options had been available.

With regard to coordination with the internship site and expectations for the intern, several field supervisors expressed a need for greater contact with the B. U. program and its goals and greater clarification of the nature of the internship. One supervisor suggested a short workshop for all field supervisors prior to the academic year, to further acquaint field personnel with the project, project faculty, and the structure of the internship experience.

Seminar. The continuing seminar differed greatly between first and second semesters. Initially, first semester, time was taken up by the Educational Leadership Appraisal Simulations. After this, meetings were held weekly with a rotating chairperson. The group decided that the last part of every other meeting should be devoted to immediate concerns and needs, that is, to personal questions involving courses, internship

problems and other issues needing immediate attention and in which support from the group would be helpful. The last part of the meeting on alternate weeks was devoted to internship analysis -- an in depth study of the structure of each internship situation and alternative ways to achieve internship goals. The first part of each meeting was devoted to one of a variety of emphases to be discussed presently.

Planning for the seminar was accomplished by a forward planning committee, another committee became advisory to the project director on the budget. Beyond this, three task forces were established to research specific interest areas, growing out of participant concern with the availability of management positions in adult education. One task force researched job opportunities, another sought linkages and contacts for the project which would assist in locating employment opportunities, the third sought information on proposal writing and funding opportunities from the perspective of creating one's own job.

Seminar emphases included: (a) discussion of issues regarding women in management: sex role stereotyping and leadership, specific organizational impediments to women's advancement and related issues. One planning project research assistant was used as resource and guest participant; (b) career planning, deriving from task force activities and group discussion, (c) specific management skills -- specific skills were addressed in a controlled way in the Educational Leadership Appraisal and follow-up discussions, and in a more complex context through the analysis of individual internships as well as analysis of the conduct of the seminar. Also, (d) a variety of human relations skills were addressed through special group process meetings, and (e) proposal writing skills through interaction with a guest expert. Beyond this, (f) background knowledge in

adult education, and women's issues, in particular, were enhanced by student reports on special activities in which they participated; these will be discussed further later. The support function of the project was enhanced throughout by continued contact, and sharing of information by individuals within and without the project.

The Educational Leadership Appraisal yielded much useful information. The present group was judged to be comparable in entering behavior to other groups of administrative trainees encountered by Educational Research Corporation, overall having a variety of general needs. Particular areas for emphasis included delegation and management control. As a group, project participants were particularly high on moral judgment and decisiveness.

On a questionnaire, the ELA was judged by the women to be of intermediate difficulty, on the average, and typically realistic. It was considered to be generally enjoyable, and participation in the simulations was seen as a learning experience. (However, there was much variation about these overall means). All felt that two full days of simulations took away from enjoyment of the experience; activities should have been spread out more. Only half were sure they would have wanted to repeat the experience again at the end of the year.

With regard to the total seminar, three women were generally positive, six had mixed feelings, and one person was generally negative -- as determined by mid-year interviews. While the seminar was seen as very successful in enhancing the support function, and while there was some satisfaction with the evolution of the task forces and committees, and with information and skills gained in a number of areas, the seminar was seen as too undefined and going too slowly by many during the time

devoted to organization. (However, many felt it couldn't have been otherwise). Another major area of dissension involved two groups, one of which saw itself as strongly task oriented, the other of which saw itself as more person-oriented and, in particular, wanted to expand on the human relations aspect of the seminar. A continued tension between these groups existed over the semester.

Some typical comments: "Couldn't have been done differently", "Good support group", "I like the planning group concept", "Very very useful; it's done a job that's been very difficult", "It really bugs me that we can't decide where we want to go", "I've learned to hold off, hear the contributions of others", "I was worried at first, but became more comfortable with the task forces", "We came together as a group", "We need to organize better", "Should have more group dynamics", "I can't see the seminar as primarily a task place", and, alternatively, "next semester we need more task orientation".

During the second semester, many of these tensions were eliminated by the development of a new seminar structure. Instead of one large group weekly meeting, three modules were agreed upon, each run by one of the project faculty members in an area of their expertise. Modules were: human relations, internship analysis, and techniques of proposal writing. Modules met every week at different times so that students could attend more than one; typically two were attended by each individual. In addition, every fourth week, the entire group met to share experiences and special activities, discuss forward planning, and hear guest speakers, continuing some of the earlier emphases.

In addition, a new committee was formed, to suggest alternative ways of evaluating seminar and internship performance. First semester evaluation

involved faculty/supervisor assessment of student achievement of relevant program objectives (see Tables 1 and 2). Second semester evaluation included several options to involve students more fully in decision making (e.g., joint faculty/supervisor/student conferences) -- This was an issue in first semester evaluations.

There was an option to redesign or substitute modules at mid-semester, or otherwise change the seminar structure. Instead, the group expressed satisfaction with the design and opted to continue with the existing arrangement. Seminar structure was felt to have resolved the problem of differing needs and was addressing the major areas of interest within the group. At the end of year group evaluation session, the only major hesitation expressed about the seminar regarded the loss of sharing which occured when the full group weekly meetings were abandoned. Some comments: "The seminar structure was much better", "The support group function was a real plus", "We need to have a weekly meeting to learn from and about each others", "Overall, this was a good compromise".

Out of one of the full group meetings came the desire to hold an intensive weekend workshop on aspects of program planning and budgeting, and on personal career planning, and to invite several project associates and consultants as guest speakers. A special committee was constituted to plan this meeting. The program for the workshop is given in Appendix F. It was held at Stonehill College; faculty and students and one consultant were in residence for the duration, and intellectual activities were interspersed with social occasions.

This workshop was felt to be a great success by all participants, particularly with regard to techniques of flow charting in planning on the first day, and strategies for selling oneself while job-hunting, the major emphasis of the second day.

B. U. Courses. Courses selected for Fall and Spring semesters of the project are indicated in Table 4. First semester courses were chosen following proseminar needs assessment; second semester courses were selected after individual advising conferences with project faculty and departmental advisers. Choices were made to provide background knowledge and skills in adult education, organizations, curriculum, and other areas of interest, as necessary.

Most courses were taken in the School of Education; many were taken in the Departments of Community College and Continuing Education, and Systems Development and Adaptation. The most frequently chosen courses for first semester included Educational Management of Community College and Continuing Education Systems, Curriculum and Teaching in Continuing Education and Community Colleges, and Educational Organizational Analysis. Notably, these and several other courses were taught by project faculty. Second semester, there was much greater diversity in courses selected, as students further developed individual areas of interest (e.g., gerontology, human relations training, adult education research, curriculum development). There was also a larger number of independent studies. All course selections jointly satisfied Women's Leadership Project and individual departmental requirements.

Nine women were generally satisfied with first semester classes, and all were satisfied with second semester choices. Overall, courses were felt to relate to the internship, some more fully and directly than others. Some typical comments: "Classes were good for general background", "All classes have come together", "I've done more thinking in the last few months than in the last ten years", "Courses provide good exposure, open your mind, show you where to go for information", "I like the classes, but need more time", "Lack of advice and guidance in one class was upsetting".

TABLE 4

FALL AND SPRING SEMESTER COURSES

Course Emphasis	Number of Students
FALL SEMESTER	
Educational management of community college and continuing education systems	8
Curriculum and teaching in continuing education and community colleges	4
Educational organizational analysis	4
Educational implications of the community social system	3
Cognitive testing	3
Problems and issues in current curricula	2
Theory and practice of humanistic education	2
Continuing education methods	1
Problems and issues in urban curricula	1
Research methods in the behavioral sciences	1
Seminar in reading and language	1
SPRING SEMESTER	
Independent study in curriculum	5
Independent study in human relations	3
Interprofessional collaboration	3
Research methods in the behavioral sciences	3
Introduction to gerontology	3
Continuing education research seminar	2
Supervision of educational systems	2
The consultation process in continuing education	1
Educational organizational analysis	1
Change and innovation in educational organizations	1
Independent study in educational psychology	1
Cognitive testing	1
Freedom and authority in education	1
Clarification of group process	1
Group process and community relations	1
Accounting	1

One person generally found "readings more valuable than classes". All students felt the number of B. U. courses required by the program was too many, taken with time required for the project internship, seminar and special activities, and felt that too little academic credit was awarded in the latter three areas, proportionately.

Course choices were such as to allow five students to complete all requirements for the master of education degree, and for the remaining five to complete all major course work required for the doctorate.

Special Activities. Special activities were designed to increase background knowledge, particularly in women's issues and adult education, to aid in personal planning, and, in some cases, to provide opportunities for further development of management skills. They were also designed to further the impact goals of the project.

During the first semester, special activities were considered part of the regular seminar component. The number and complexity of involvements during first semester were such, however, as to necessitate assigning separate course credits to these activities (done on an individually contracted, independent study basis) during the second semester.

Special activities fell under two major headings: (a) educational experiences for individual project participants, and (b) special impact projects, involving dissemination of information and provision of project services to the greater community. Both areas of activity, however, produced resources and contact persons and organizations for the project resource center, and aided in dissemination efforts, thus contributing to project impact goals.

All project women took part in activities under each category, though individuals were able to concentrate in one or both areas to make moderate

to large contributions (independent study credits were adjusted accordingly). A list of educational experiences is given in Table 5. Students who attended conferences and were supported by the project were asked to define objectives for attending and, upon return, to share experiences with others. Sharing was typically done during seminar sessions. All educational activities were shared in some way with the group. Participants also supplied materials, resources, and names of contact persons from their experiences to the resource center and wrote descriptions of their experiences for the resource center and for distribution to the group, where appropriate.

At the various meetings attended, literature was distributed on the Women's Leadership Project to further disseminate information on this leadership training program. The project mailing list was increased and some useful contacts made by individuals returning the request form included in the project's brochure. (See Appendix B).

Special impact projects are listed in Table 6. These can be broken down into: (a) presentations at conferences, meetings, legislative hearings, and on the mass media, (b) project-sponsored meetings and workshops, and (c) project-prepared papers, materials, and displays. Contacts leading to these opportunities were frequently made through efforts in the development of the resource center (see below) and at previous professional conferences, workshops, and meetings. Many useful contacts also derived from these activities. Some of these projects were discussed and debated in the seminar in the planning phase, and later, following implementation.

Several Women's Leadership Project associates and consultants were also involved in the planning, implementing and evaluating of several

TABLE 5

CONFERENCES, MEETINGS, AND WORKSHOPS
ATTENDED BY SELECTED PROJECT PARTICIPANTS

Annual Meeting, National Citizen's Advisory Council on the Status of Women. White House, Washington, D. C.

Career Planning for Women Who Work. Bentley College, New Environments for Women, Inc.

Women in Action: Strategies for Change. Northern Illinois University

Training Conference in Finance Management for Women Administrators in New England Colleges and Universities, Wellesley College

The Woman Alone, Stonehill College

Identification and Development of Women for Leadership in Education, Ontario Council for Leadership in Educational Administration

1974 National Adult Education Conference, Adult Education Association and the National Association for Public and Continuing Education

First and Second Symposium on Education, Training and Aging, New England Gerontology Center

National Leadership Training Workshop in Adult Basic Education Program Evaluation, University of Rhode Island

New England Regional Adult Education Conference, National Association for Public and Continuing Education

Annual Adult Education Research Conference

Annual Meeting, American Educational Research Association

Professional Responsibility in Legislation and Adult Basic Education Program Content, Adult Basic Education Commission of the Adult Education Association

The Student in Non-Traditional Education, Massachusetts Deans and Directors of Continuing Education

Workshop in English as a Second Language, Pan American Society

Conference in Reading, MACURE, Framingham State College

Patterns: A Seminar on Issues in the Community College, Rochester Institute of Technology

Education for a New Age: Planning for Elders in the Community College. Joint symposium, Boston

Office of Education Adult Education Dissemination Conference, Region I

Workshop on Kentucky Educational Television (KET) materials for GED preparation, Worcester State College, Adult Education Resource Center

Conference on instructional television (Maryland State Department of Educational Materials) for adult basic education teacher training. Adult Education Resource Center, Worcester State College

Inservice training workshops, Adult Education Resource Center

Open House Programs: PREP Center for Adults, Peabody; Project SCALE, Somerville; Adult Occupational Education Program, Putnam Vocational Technical High School, Springfield

Achievement Motivation Workshop, Institute for Community Service Worcester State College

Educational Testing Service Invitational Conference on Moral Development

The Educator and the Law, Boston University Alumni Conference, Bentley College

TABLE 6

SPECIAL IMPACT PROJECTS

Presentations at conferences, meetings, legislative hearings, and on the mass media

Two testimonies relative to finalizing of regulations for Massachusetts Chapter 622 of the Acts of 1971, an act prohibiting sex discrimination in education (AA, CM)

Panelist, Your Place and Mine, WCVB-TV, Channel 5. "The Creative Potential of Women" (Project Director). Other project members attended the filming and participated with the audience.

Paper to be presented on "Women's Leadership in Adult Education" at the 1975 National NAPCAE Conference (PP)

Guest speaker on adult education and on educational needs of the elderly, classes at Springfield College and Bay Path Junior College (JP)

Organization and Chairing of session: "New Looks at Learning Centers" New England Regional Adult Education Conference (AH)

Presentation, "Identifying Potential Projects: Women's Leadership" for the Office of Education Adult Education Dissemination Conference, Region I. (Project Director). Other project members participated in the discussion.

Discussant at session on The Law and Equal Opportunity, NAPCAE Task Force for Social Justice, National Adult Education Conference (Project Director)

Participant in session: Use of Computerized Information and Systems in Adult Education. New England Regional Adult Education Conference (PP)

Speaker and discussion leader, Educational Programs for the Elderly, Western Massachusetts Activities Directors Meeting, Westfield (JP)

Project-Sponsored meetings and workshops

Organized and presented a panel discussion at Boston University, open to the public on "Perspectives on Women at Work" which dealt with the job possibilities and job hunting techniques. (AA, BR, and L. Waring)

Organized and presented a panel discussion at the Boston University Annual Educational Exposition, "Women as Educational Managers", focusing on the status of women in this area, existing impediments and strategies for change. (BR, DJ, AA)

Consulted to the Peabody School System, organizing and conducting an affirmative action workshop for teachers in the system, with focus on expanded job opportunities and ways of accessing them. (BR, AA)

Project-prepared papers, materials, and displays

Display on "Women in American History" for the Boston University Annual Educational Exposition. (BR)

Prepared script for audio tape on Women's Leadership, Women's Kiosk, Boston 200 Celebration. (AA)

Prepared project brochure for distribution at The National Adult Education Conference as part of a Massachusetts Adult Education display; assisted in hosting Massachusetts hospitality sessions at conference. (WH, LF, AH) Brochure and information on project was also disseminated at other conferences attended by project participants.

Furnished materials on the Women's Leadership Project for distribution at the Adult Education Futures Session at the World Future Society Second General Assembly.

Prepared description of the Women's Leadership Project for a catalogue of women's programs being produced through the American Institutes of Research. (Project Director)

Prepared articles on the project for local and National Adult Education newsletters and for Boston University publications.

Chaired Research Group on the Law of the NAPCAE Task Force on Social Justice (Project Director) and prepared research report on the law and equal opportunity based on research of Women's Leadership Project, participants and consultants, and NAPCAE research group members. Report will be distributed at the 1975 National NAPCAE meeting.

Prepared position paper on Women's Educational Leadership for distribution at the Annual Meeting of the National Citizen's Advisory Council on the Status of Women, White House, Washington, D. C. (AA)

Prepared a nominating paper for "Women of the Year" in behalf of Ms. Mary Bodanza, for the Governor's Commission on the Status of Women. (MB)

Prepared display, "Know the Law", focusing on anti-sex-discrimination legislation for B.U. Alumni Conference, "The Educator and the Law", and staffed the display at the conference, providing further information and legal advice. (CM, A. Coles, L. Wasserman)

Participation on the Awards Committee, NAPCAE Task Force for Social Justice. (PP)

projects, and should be mentioned. These included Ms. Louise Waring, a graduate student at Boston University, Dr. Lois Wasserman, an instructor in history at Northeastern University, and Ms. Ann Coles, a former Boston University student and one of the original graduate student research team that contributed to the project. Ms. Holly Campbell and Diane Joyce, the project graduate assistant and research fellow, also played important roles. A number of project associates took part in project panel discussions; these included other planning project researchers and representatives from women's organizations such as the Women's Opportunity Research Center at Middlesex Community College, the Women's Educational and Industrial Union, Wider Opportunities for Women in Boston, and the Mayor's Commission on the Status of Women.

Students in the project felt conferences and meetings attended varied in value, from extremely to generally valuable. They often led to contacts that expanded the project's external support system, and provided additional role models in successful women who had "made it". There was general enthusiasm for all special activities -- they were felt to represent, in varying degrees, contributions to adult education and equal opportunity for women, were typically valuable learning experiences and increased contacts with a variety of individuals and organizations. The most usual wish was for more time to fit these special activities into an already busy schedule.

Resource Center. Resource center activity was coordinated by the project research fellow with the help of the project graduate assistant. The center was housed in a room in the School of Education and open ½ day, four days a week; resources were available to anyone in the university and the wider community.

An outline of available resources is presented in Table 7. Resources and a list of books - project owned or borrowed - available at the center is given in Appendix H. These were gathered during the project planning phase and through student special activity as described above. Resources were also increased by the efforts of research fellow and graduate assistant, in doing individual research and contacting organizations in the Boston area.

Of particular interest to resource center users was a bulletin board listing educational and other opportunities relating to women's issues or aspects of adult education, and another bulletin board listing job opportunities in adult education across the country. Over 400 available positions were posted during the year; many of these came from the Adult Education Newsletter published by the Adult Education Center at Montclair State College, New Jersey, and from mailings of the Region III Staff Development Project in ABE. (The majority of these positions, unfortunately, tended to be in the midwest.) Also available at the center was a listing of a large number of job placement and referral centers in Massachusetts (See Appendix G) and brochures and other information on a number of these centers (e.g., Women's Opportunity Research Center, Women's Educational and Industrial Union) as well as on Catalyst, a nationwide information service for women.

Center staff also assisted in contacts with individuals and organizations on the project mailing list. The number of names on this list ultimately numbered about 250. Most were local. However, the list included individuals across the United States and Canada. A number of individuals across the country were helpful in sending job descriptions and other information to the project. People in the New England region

TABLE 7

RESOURCE CENTER OFFERINGS

1. Articles, reports, pamphlets, books, periodicals and other materials relating to:

   Women in history
   Sex role stereotyping
   Women in management: progress and obstacles
   Status of women in education
   Successful women professionals -- profiles
   Educational and employment status of women -- statistics
   Affirmative action: issues and selected affirmative action plans
   Other equal opportunity legislation: federal and state
   Adult education: programs, materials, catalogues
   Adult education: status, issues, future directions
   Leadership: assessment, development
   Management: theories and techniques

2. Newsletters, magazines, other mailings; women, adult education

3. Bibliographies: women, adult education, management, curriculum

4. Resources and linkages

   Resource listings (e.g., Women's Yellow Pages)
   Women's organizations -- descriptive materials
   File: resource persons and organizations -- women's issues, leadership, adult education

5. Educational opportunities for women - announcements, descriptions, programs, courses of study -- general, management special workshops and programs (e.g., Woman Alone) conferences: women, management, adult education, reports on conferences, proceedings

6. Job Opportunities:

   Job referral and placement agencies
   Materials: career planning and job hunting techniques
   Job listings: local, state, national

were kept apprised of project-sponsored activities open to the public. Information on the design, implementation and outcomes of the Women's Leadership Project will be made available to all of these individuals.

The resource center was a useful addition to the project, providing a physical space for project students and others to meet and a wealth of resources for the training and impact dimensions of the project. It, unfortunately, was not used widely enough by the university and the community; only about 60 people outside of the project took advantage of it during the year, suggesting a need for greater publicity than was utilized (some B. U. publications and professional newsletters - see Table 6).

Overall Outcomes

Project students received good to excellent grades in B. U. courses and in the project internship and seminar components with a majority of "A" grades. All students were judged by project faculty and field supervisors to be capable of the types of leadership responsibilities sought and, in some cases, to be outstanding candidates for such work. Learning which took place during the year is reflected particularly well in multidimensional student self-assessments done at the beginning of the year, during the residential proseminar, and at the end of the year, following completion of the program. Results of self ratings on leadership development objectives are reported in Table 8.

It is seen in this table that, overall, at the end of the program, participants judged themselves particularly strong in certain background knowledges (aspects of women's issues, adult education, organizations), personal planning and goal definition, and most management skills, including communication, decision-making, goal-setting, planning (short and

TABLE 8

SELF-RATINGS ON LEADERSHIP DEVELOPMENT OBJECTIVES

		OBJECTIVES	Pre-Rating				Post-Rating			
		Participants will be able to:	strong	fair	weak	don't know	strong	fair	weak	don't know
LEADERSHIP DEVELOPMENT	Knowledge Base: Women's issues, adult education, organizations, curriculum	Describe characteristics and problems of women in contemporary society, and historical background	4	6			5	4		
		Identify obstacles to employment, and achievement, of women in management level positions: personal, organizational, societal factors	2	5	3		7	2		
		Outline existing and possible strategies to overcome obstacles, effect change	2	5	3		4	5		
		Describe major viewpoints on the present/future role(s) of adult education - and adult basic education specifically - and the key value assumptions from which these viewpoints derive.	3	4	3		8	1		
		State own position on the future role(s) of adult education	1	4	4	1	8	1		
		Describe characteristics of adult learners and implications for educational programs	5	4	1		9	0		
		Describe major viewpoints, organizational theory and dynamics, and be able to apply these to adult education	1	3	3	3	6	2	1	
		Analyze existing curricula, including: objectives, organizational patterns, materials, instructional methods	4	2	4		5	4		
		Apply principles of curriculum development in designing new curricula for adult education	3	2	3	2	4	5		
	Per- onal ssess- ent & lan- ing	Identify own set of possible career paths and preferences	1	7	1	1	7	2		

LEADERSHIP DEVELOPMENT		Pre-Rating				Post-Rating				
Skills For Educational Management & Leadership	Participants will be able to:	strong	fair	weak	don't know	strong	fair	weak	don't know
Communication	Communicate interpersonally with individuals and groups in a way which is effective	6	4			9	0		
	Establish structures and procedures of multi-way communication which are politically effective and provide useful information for organizational planning and decision making	4	2	2	2	6	3		
Decision Making	Make effective decisions, establish effective priorities to guide the sequencing of decisions	3	7			9	0		
	Establish organizational structures and procedures to involve significant others in decision making	4	5	1		9	0		
Goal-Setting	Diagnose the needs of individuals, organizations, communities, with regard to adult education, and identify their implications for the broad goals of adult education programs	2	5	3		6	2		1
	Formulate broad goals and policy positions for adult education programs, relating to community, state, national needs and goals	1	4	5		4	4		1

			Participants will be able to:	Pre-Rating				Post-Rating			
				strong	fair	weak	don't know	strong	fair	weak	don't know
LEADERSHIP DEVELOPMENT	Skills For Educational Management and Leadership	Planning	Develop plans for day to day operation and monitoring of an educational program	4	4	1	1	8	1		
			Develop long-range plans for educational programs	2	3	4	1	8	1		
			Develop strategies for effecting needed change in organizational structures, programs, procedures, and relationships	1	2	6	1	6	3		
			Develop structures and procedures to identify and access external resources to support educational programs		1	8	1	3	6		
			Stimulate community involvement in adult education	1	4	2	3	4	5		
			Develop plans in the context of budget constraints	1	3	6		5	4		
		Implementing	Organize, direct, and coordinate educational programs	5	3	2		9	0		
			Effectively recruit, select, train, supervise, and promote staff members	5	3	2		7	2		
			Effectively promote the program to potential clients and the wider community	3	4	1	2	5	4		
			Employ effective accounting and auditing procedures			9	1		6	2	1
			Provide for purchasing, distribution of suitable materials, equipment	3	2	5		4	2	3	
		Evaluating	Formulate and carry out procedures for ongoing curriculum, program evaluation	1	6	3		1	6	2	
			Conduct educational research in adult education settings		2	5	3	2	4	2	1
			Report and disseminate resulting information, and develop procedures to feed data back into ongoing planning and decision making		2	5	3	5	3	1	

NOTE.--Nine respondents are included in post-training self-ratings. Modal response is underlined in both pre- and post-training ratings.

long term), implementation (general organizational skills, personnel management), and dissemination. Overall, participants found themselves relatively weaker in areas which included: ability to access external resources, planning in the context of budget constraints, budget management, purchasing curriculum evaluation, and educational research. Nonetheless, most students were reasonably competent in these areas.

The biggest change from the beginning of the program took place, overall, in areas which include: knowledge of selected women's issues, organizational theory, personal assessment and planning, decision making, goal setting and long range planning, and evaluation.

Particularly notable was the tremendous increase in self-confidence over the year as participants encountered and mastered new situations. Critical here, in addition, was the self-exploration encouraged in group process and other sessions, the support function performed by the group when an individual was having difficulty, and the frequent encounters with women role models, demonstrating that participants' career goals could, in fact, be achieved in reality.

This self-confidence is reflected in the long-term goals of students and the types of employment they are now seeking or were able to obtain following the year of training.

Present positions of Women's Leadership Project participants are indicated in Table 9. Seven of the ten women are presently employed in educational leadership positions. Three of the women developed positions which did not previously exist. (In every case this was accomplished through internships or through contacts which grew out of the internship situation). Two are in positions which they held previously. The remaining three students are pursuing some promising possibilities. Overall,

TABLE 9

PARTICIPANT PROGRESS TOWARD CAREER GOALS

	Pre-Entry Position	Present Educational Level	Present Level	Long-Term Focus
AA	College instructor in English	a	Public Relations Director Middlesex Community College[c]	Administrator in continuing education with emphasis on women's programs
MB	College Instructor in English	a	Grant Director, Program Development, Garland Junior College; Instructor in English[c]	Program development in continuing education
LF	Instructor in adult basic education	b	Chief, Administrator, Brockton "Open House" Adult Learning Center[c]	Administrator in adult or community education or adult services; administration or teaching at the college level
AH	Adult learning center director	a	Academic Dean, Hampshire Country School, Rindge, N.H.	Administrator or teacher at the college level. Emphasis on humanistic education
WH	Curriculum coordinator, vocational education	b	Curriculum coordinator, Opportunities Industrialization Center of Boston[d]	Curriculum/staff development in adult education
DJ	Doctoral student in curriculum	a	Pursuing possibilities which include curriculum coordinator in an adult basic education program	Development, coordination, and evaluation of programs in adult education

	Pre-Entry Position	Present Educational Level	Present Level	Long-Term Focus
DL	Massachusetts supervisor of adult basic education	a	Pursuing possibilities in adult basic education staff development and in career guidance	Staff development or career guidance in adult education
CM	Instructor in adult basic education	b	Pursuing possibilities which include staff development and community organization relative to anti-sex-discrimination legislation in education	Staff development in an educational, community, or social service agency with emphasis on human relations
PP	College lecturer in romance languages	a	Consultant and specialist on computer applications to adult basic education, Mass. ABE programs[c]	Administration in adult or continuing education; college administration or teaching
JP	Adult occupational education coordinator	b	Adult occupational education coordinator, Putnam Vocational Technical High School, Springfield[d]	Administrator in adult occupational education, adult education
BR	Organized workshops and displays on women's issues through Boston area colleges, advisor to senior citizen discussion group	b	Pursuing possibilities which include program development for senior citizens; Chairperson of Aging Person Task Force Women's Opportunity Research Center[c]	Administrator in continuing education programs with particular emphasis on programs for women and senior citizens

a completed major course work for the doctorate

b fulfilled requirements for the masters degree

c present position is related to internship experience or grew out of internship-related contacts

d position held prior to participation in the project

there is great satisfaction with the positions that have so far been secured. Generally, job seeking activity could have begun earlier in the year, however, and might have produced even more rapid results.

The group, overall, found the Women's Leadership Project a valuable experience, has met and will continue to meet as a group occasionally, for fellowship and continued support in career efforts. Five students will be continuing doctoral studies at the university, concurrent with their employment, which will help facilitate a communication network among all project participants.

Some comments relative to the total project: "I'm very positive", "The experience was generally good", "I'm absolutely delighted", "I'm a new person", "A fantastic opportunity -- what you make of it", "One of the best things that ever happened to me".

Overall support and impact objectives for the project were likewise achieved in general; both internal and external support systems were formed, a resource center was established, and a number of community impact services were provided. One woman has gone on from her impact work to develop her own affirmative action consulting group, in addition to her other employment. Indeed, not everything was a success, and changes are indicated for the program in many areas as mentioned earlier. Nonetheless, the Women's Leadership Project in Adult Education would seem to have made a positive contribution to the advancement of equal opportunity for women in education.

RECOMMENDATIONS

The Women's Leadership Project is recommended as a model for other training institutions, with major modifications which include:

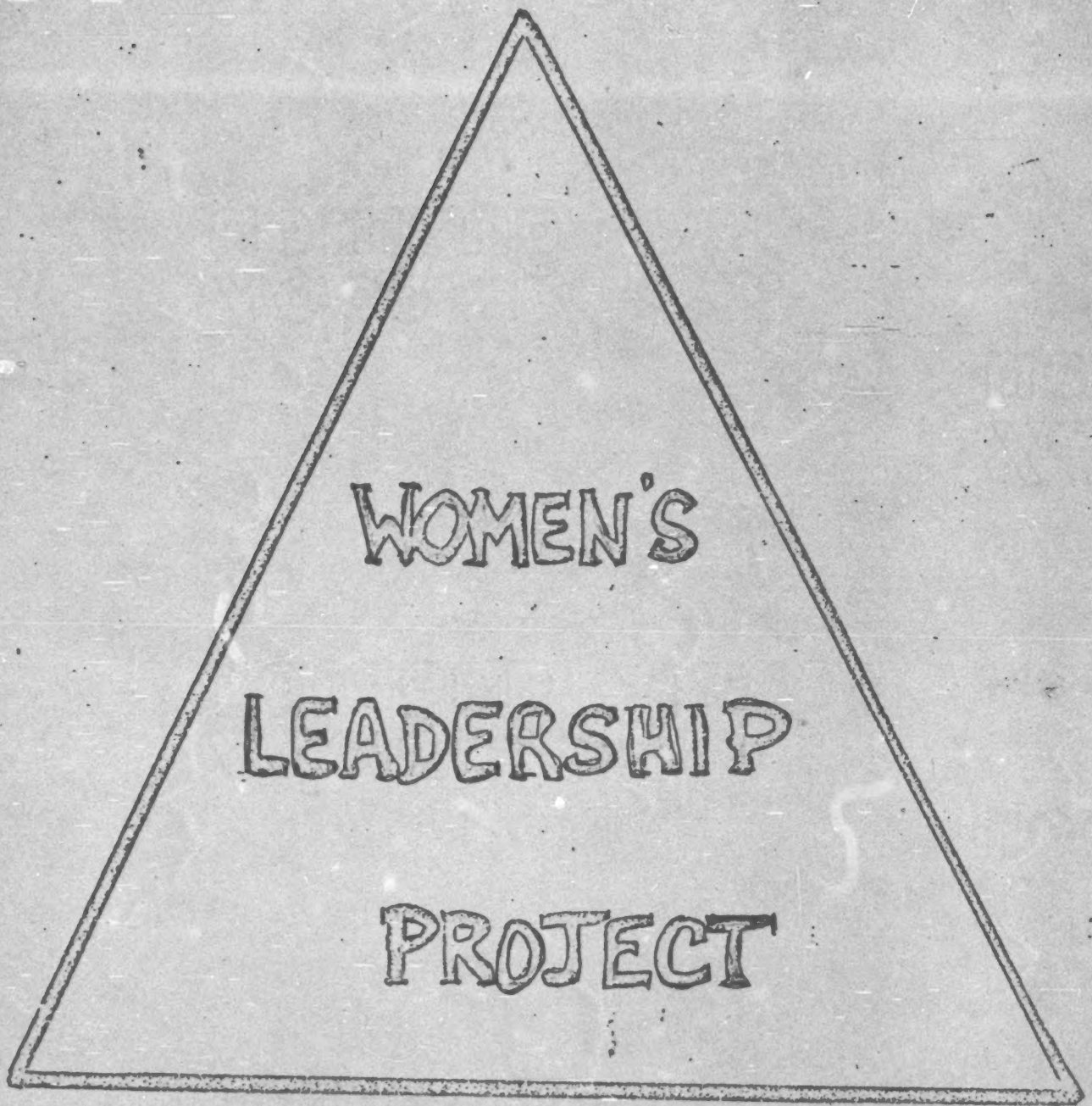
1. A higher level of stipending, to free students from the necessity of part-time work, adding to an already busy schedule, and to encourage other women who may not have been able to afford to apply.
2. Earlier awarding of funds or seeking of multi-year funding, to provide more time for preplanning, recruitment, selection, etc.
3. Continuation of the residential proseminar with greater attention to eliminating time pressures, to initial and expanded self-exploration, goal setting, and program planning. More informal interactions, and more individual guidance are recommended.
4. Earlier arrangement of internships, an expanded number of options at the outset, more time devoted to this component, and greater preparation for and coordination with field supervisors. Awarding of more course credits for this activity.
5. Utilization of educational leadership appraisal simulations within a less pressured structure.
6. More initial seminar structure while students are coping with formation of their group, adjustment to the return to school and development of the internship. Presentation of specific organizational models for the seminar could take

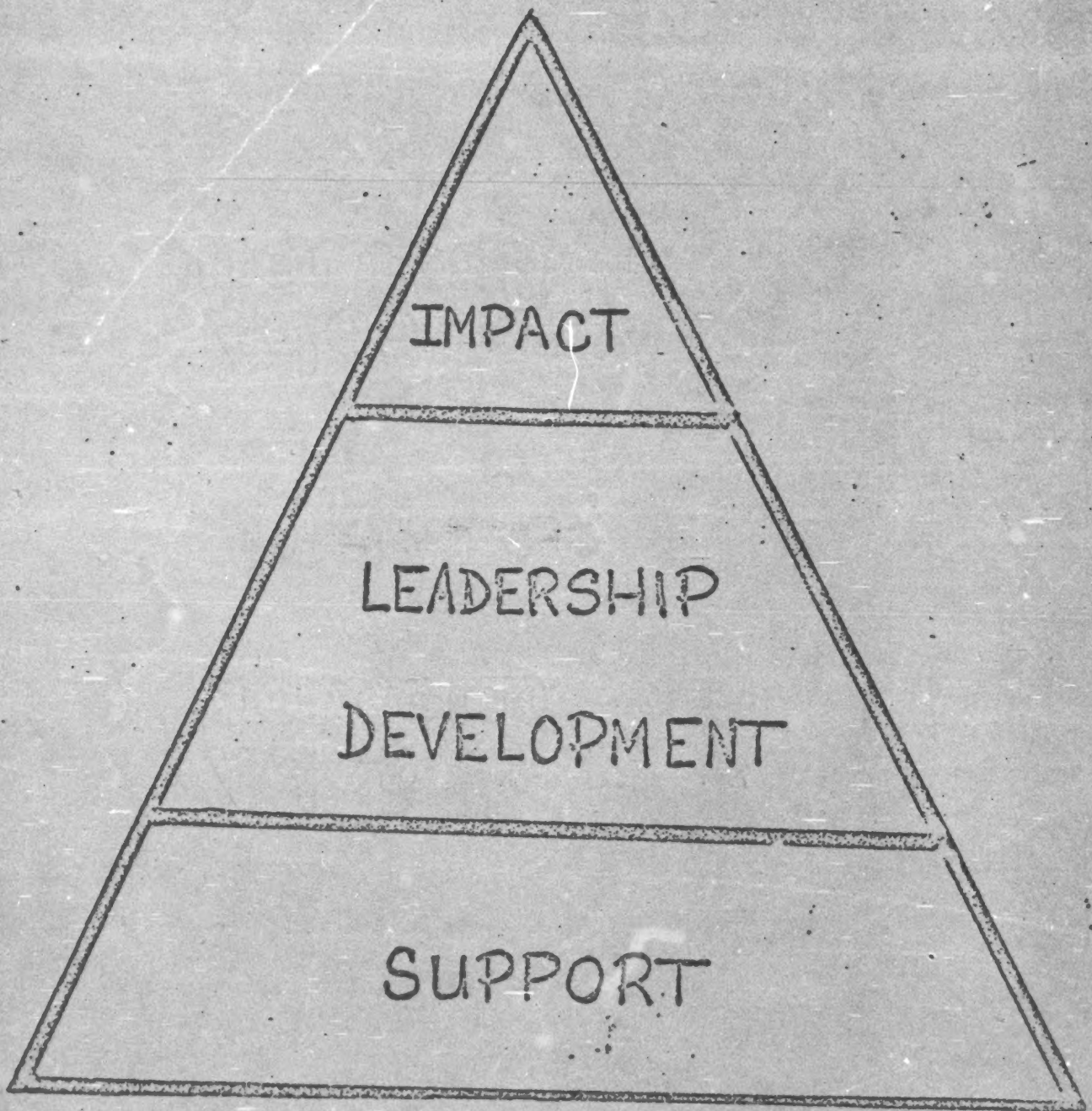
place initially, in the light of participant goals, to facilitate decision making and eliminate some frustration.

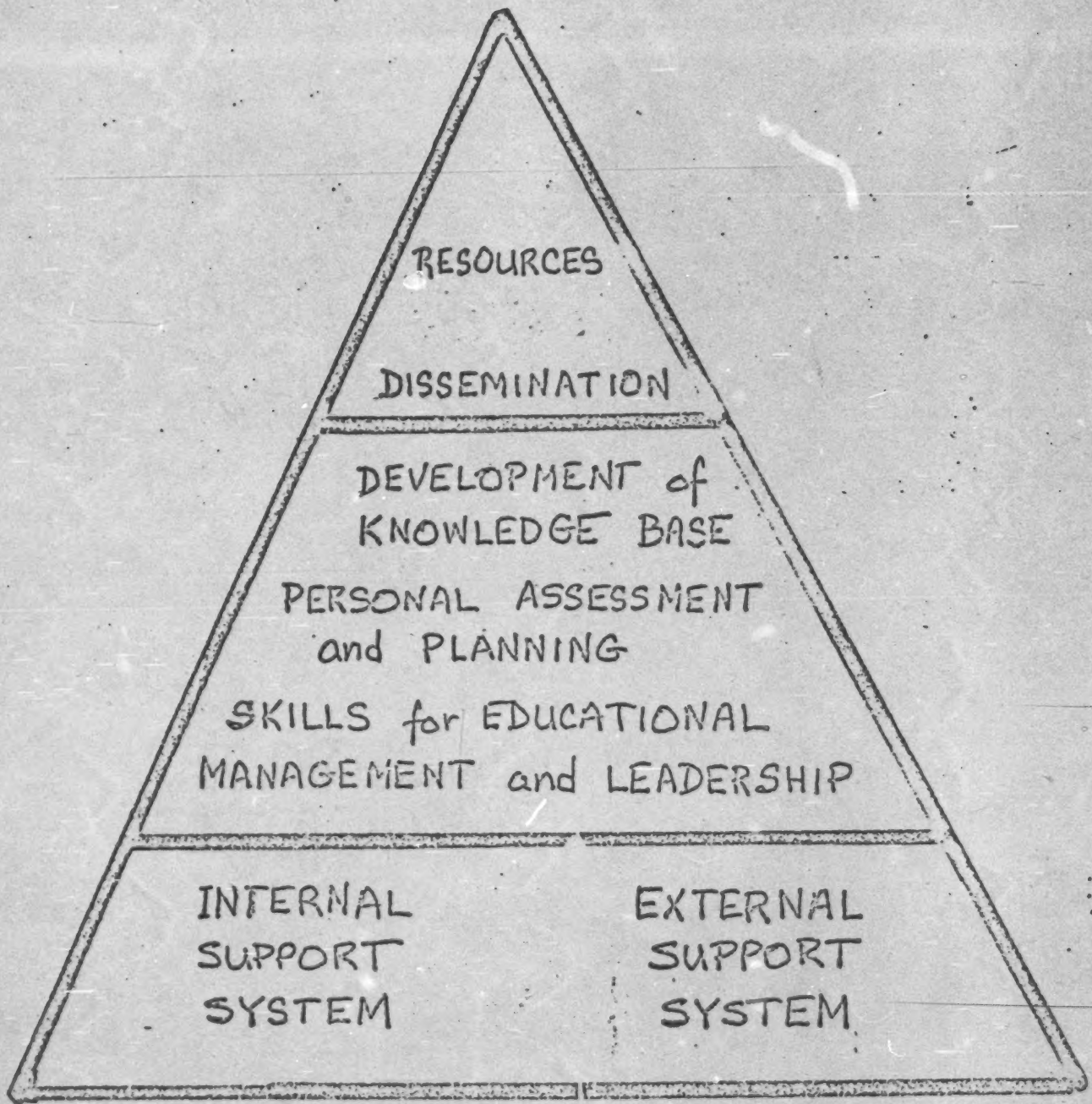
7. A requirement of only two B. U. courses, in addition to the seminar, internship, and special activities, to cut down on the time press. Students wishing to take three courses could still opt to do so.
8. Provision of more time and separate academic credits for special activities, with variable credits to be assigned, depending on student interest and commitment.
9. Wider dissemination of information on the project resource center, to encourage its greater use.
10. Overall greater focus on content and skill areas which include: budget planning and management, purchasing, curriculum evaluation, and educational research (as indicated in Table 8).
11. Earlier initiation of the job hunt, with related seminar activity to facilitate the search; possible modification of the weekend residential workshop with mid-year scheduling and a focus on job seeking techniques.
12. Long term follow-up on this year's ten participants to determine the extent to which career goals are achieved, and the contributions of the project in this regard. Follow-up should also address the broader impact of the project, and of efforts of project participants, on the wider community.

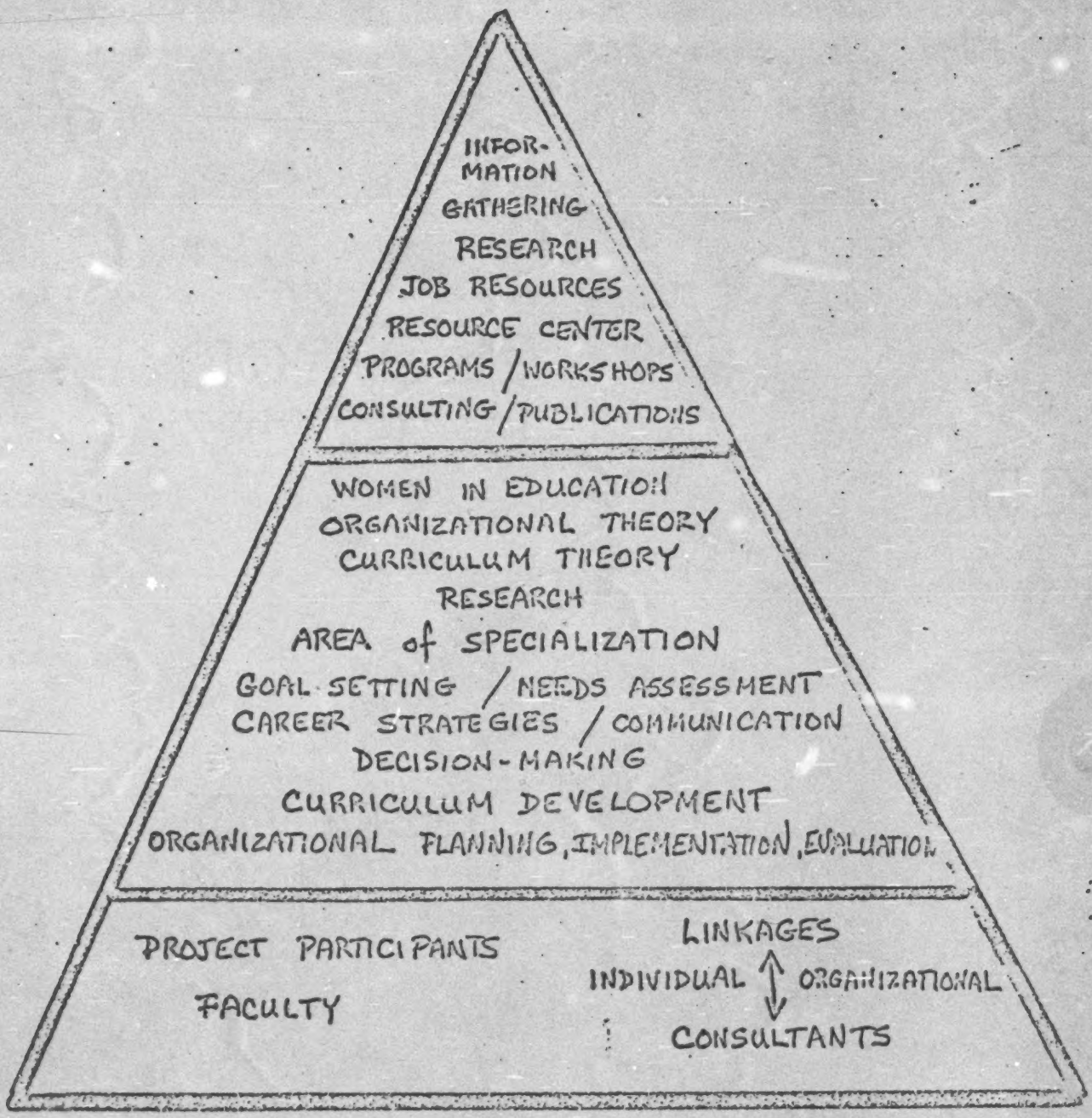
APPENDIX A

SCHEMATIC REPRESENTATION OF THE PROJECT


WOMEN'S
LEADERSHIP
PROJECT


IMPACT
LEADERSHIP
DEVELOPMENT
SUPPORT


RESOURCES
DISSEMINATION
DEVELOPMENT of KNOWLEDGE BASE
PERSONAL ASSESSMENT and PLANNING
SKILLS for EDUCATIONAL MANAGEMENT and LEADERSHIP
INTERNAL SUPPORT SYSTEM
EXTERNAL SUPPORT SYSTEM


INFORMATION GATHERING
RESEARCH
JOB RESOURCES
RESOURCE CENTER
PROGRAMS / WORKSHOPS
CONSULTING / PUBLICATIONS
WOMEN IN EDUCATION
ORGANIZATIONAL THEORY
CURRICULUM THEORY
RESEARCH
AREA of SPECIALIZATION
GOAL SETTING / NEEDS ASSESSMENT
CAREER STRATEGIES / COMMUNICATION
DECISION-MAKING
CURRICULUM DEVELOPMENT
ORGANIZATIONAL PLANNING, IMPLEMENTATION, EVALUATION
PROJECT PARTICIPANTS
FACULTY
LINKAGES
INDIVIDUAL
ORGANIZATIONAL
CONSULTANTS

APPENDIX B

WOMEN'S LEADERSHIP PROJECT BROCHURE

FIRST CLASS
Permit No. 3560
Boston, Mass.

Business Reply Mail

Postage Will Be Paid By

Dr. Ruth L. Richards
Director
Women's Leadership Project
in Adult Education
School of Education
Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215

Faculty and Staff

Dr. Ruth L. Richards
Project Director and
Assistant Professor

Dr. Phyllis Henry
Associate Professor

Dr. Alan Gaynor
Associate Professor

Dr. Stuart Marshall
Professor

Ms. Diane Joyce
Research Fellow

Ms. Holly Campbell
Graduate Assistant

Consultants

Ms. Mary Bodanza
Project Director for Adult Basic Education
Massachusetts Department of Education

Dr. Carroll Towey
Regional Program Officer for Adult Education
U.S. Office of Education

Students

Ms. Anne Arsenault
Ms. Mary Barrett
Ms. Linda Faria
Ms. Willia Horne
Ms. Dorothy Litchfield
Ms. Canice McGarry
Ms. Anne Hardy
Ms. Phyllis Paeschke
Ms. Joan Pederzoli
Ms. Barbara Rubin

Women's Leadership Project in Adult Education

Boston University
School of Education

The Women's Leadership Project is...

.... providing leadership training for ten women adult educators seeking leadership positions in adult education

.... establishing a resource center to provide information for women

Most administrators in adult education are men, although a high proportion of teachers and students are women. The Women's Leadership Project in Adult Education at the Boston University School of Education is addressing this situation.

The Women's Leadership Project, federally funded through the Bureau of Adult Services, Massachusetts Department of Education, is emphasizing adult basic education. The project is interdepartmental, with faculty representing the areas of adult education, educational management, and curriculum. The ten students are engaged in a one year graduate program including course work at the University and an internship involving management training at the local, state, or federal level.

The Women's Leadership Project is also developing a resource center, collecting and making available information relevant to leadership opportunities for women in adult education. The center has, and is establishing, linkages with non-profit job placement agencies.

We invite you to join us in this enterprise right now by filling out and returning this form

I am interested in: (check all that apply)

☐ serving as a resource to the Project:

☐ will send information on leadership opportunities for women in adult education or related materials.

☐ other (please describe): _____

_____

☐ being placed on the Women's Leadership Project mailing list.

☐ receiving information on the Boston University School of Education.

Name: _____

Address: _____

_____

State: _____ Zip: _____

APPENDIX C

RECOMMENDED READINGS

BIBLIOGRAPHY

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The five books below have been ordered for the women's leadership seminar. The first three are required for the seminar; the last two are recommended.

Cass, Angelica, BASIC EDUCATION FOR ADULTS. New York: Association Press, 1971, 159 pp.

A short introductory text in adult basic education (ABE). Readable and well-organized. Content includes: rationale for ABE, characteristics of adult learners, the ABE teacher, teacher-aides, ABE curriculum and methods. Each area is covered very briefly but is supplemented by a good bibliography. This book provides a useful starting point.

****

Owens, Robert G. ORGANIZATIONAL BEHAVIOR IN SCHOOLS. Englewood Cliffs, N.J.: Prentice-Hall, 1970, 246 pp.

A very readable introductory text covering many of the current approaches to thinking about organizational life in schools. A useful and coherent overview, and a good basis for further study. Includes a number of useful references. Those who already have some familiarity with the literature in this area might wish to substitute Carver and Sergiovanni (book of readings, below) for this text.

****

Loring, R., & Wells, T. BREAK THROUGH: WOMEN INTO MANAGEMENT. New York: Van Nostrand Reinhold, 1972. (available in paperback)

This book deals with both rationale and implementation in bringing more women into management. Breakthrough also explores and explodes a number of stereotypes of women which could be inhibiting to their progress. This book is extremely readable, excellently organized and contains many references on topics which will be developed more fully during the course of the project.

****

Carver, F.D., & Sergiovanni, T.J. (eds.) ORGANIZATIONS AND HUMAN BEHAVIOR: FOCUS ON SCHOOLS. New York: McGraw-Hill, 1969, 410 pp. (available in paperback)

This book of readings covers topics similar to those in the Owens book. It brings together writings of many of the major thinkers on organizational life and school organizations and provides some good references for further reading. While this book covers some organizational topics in greater detail than the Owens text, Carver and Sergiovanni places a greater burden on the reader to synthesize material for him/herself.

Toffler, A. (ed.) LEARNING FOR TOMORROW: THE ROLE OF THE FUTURE IN EDUCATION. New York: Vintage, 1974. (available in paperback)

Toffler is joined by a variety of authors, including psychologists, social scientists, and educators, all of whom agree that today's educational institutions are too past- and present-bound. They argue for a more forward looking form of education to keep pace with a changing world. Major sections include the future and individual development, and the place of the future in the curriculum.

****

APPENDIX D

PROSEMINAR SCHEDULE

tentative schedule

BOSTON UNIVERSITY SCHOOL OF EDUCATION

WOMEN'S LEADERSHIP PROJECT IN ADULT EDUCATION
Residential Seminar
August 25-30, 1974

Sunday, August 25, 1974

1:30 - 4:00 p.m.	Check-in at Boston University Dormitory 700 Commonwealth Avenue
5:00 - 6:30 p.m.	Dinner - Sol Azteca
7:30 - 10:00 p.m.	Opening Function - Melville Lounge 700 Commonwealth Avenue

Monday, August 26, 1974

7:30 - 8:30 a.m.	Breakfast - George Sherman Union, Boston University
8:30 - 10:00 a.m.	Session: ISSUES IN ADULT BASIC EDUCATION
10:00 - 10:15 a.m.	Coffee Break
10:15 - 12:00 noon	Continuation of Session
noon - 1:30 p.m.	Lunch - George Sherman Union
1:30 - 3:00 p.m.	Tour of Boston University
3:00 - 5:00 p.m.	Sherman Union Games Rooms - Free Time
5:00 - 6:30 p.m.	Dinner - Sherman Union
7:00 - 9:00 p.m.	Session: DEFINITION OF PROFESSIONAL GOALS

Tuesday, August 27, 1974

7:30 - 8:30 a.m.	Breakfast - Sherman Union
8:30 - 10:00 a.m.	Session: WOMEN IN MANAGEMENT
10:00 - 10:15 a.m.	Coffee Break
10:15 - noon	Continuation of Session
noon - 1:30 p.m.	Lunch - Sherman Union
1:30 - 3:00 p.m.	Session: CURRICULUM DEVELOPMENT IN ADULT BASIC EDUCATION
3:00 - 3:15 p.m.	Afternoon Break
3:15 - 5:00 p.m.	Continuation of Session
5:00 - 6:30 p.m.	Dinner - George Sherman Union
8:00 - 10:00 p.m.	Boston Harbor Cocktail Cruise

WOMEN'S LEADERSHIP PROJECT IN ADULT EDUCATION
Residential Seminar -- tentative schedule
page 2

Wednesday, August 28, 1974

7:30 - 8:30 a.m.	Breakfast: Sherman Union
8:30 - 10:00 a.m.	Session: ASPECTS OF EDUCATIONAL LEADERSHIP
10:00 - 10:15 a.m.	Coffee Break
10:15 - noon	Continuation of Session
noon - 1:30 p.m.	Lunch - Sherman Union
1:30 - 3:00 p.m.	Session: PERSPECTIVES IN ADULT EDUCATION
3:00 - 3:15 p.m.	Afternoon Break
3:15 - 5:00 p.m.	Continuation of Session
5:00 - 6:30 p.m.	Dinner - Sherman Union
7:00 - 7:30 p.m.	Registration Procedures at Boston University
7:30 - 10:00 p.m.	Individual Appointments - Registration Movie - Modern Women: The Uneasy Life

Thursday, August 29, 1974

7:30 - 8:30 a.m.	Breakfast - Sherman Union
8:30 - 10:00 a.m.	Individual Appointments - Registration Free Time
10:00 - 10:15 a.m.	Coffee Break
10:15 - noon	Individual Appointments & Photographer
noon - 1:30 p.m.	Lunch - Sherman Union
1:30 - 3:00 p.m.	Session: ADULT BASIC EDUCATION PROGRAM EVALUATION - A SIMULATION
3:00 - 3:15 p.m.	Afternoon Break
3:15 - 5:00 p.m.	Continuation of Session
5:00 - 6:30 p.m.	Dinner - Sherman Union
7:00 - 10:00 p.m.	Group Activity - to be determined

Friday, August 30, 1974

7:30 - 8:30 a.m.	Breakfast - Sherman Union
9:00 - 9:30 a.m.	Check-out - 700 Commonwealth Ave.
10:00 - noon	Visit to an Adult Learning Center
12:30 - 2:00 p.m.	Luncheon - Top of the Hub

APPENDIX E

EDUCATIONAL LEADERSHIP APPRAISAL

identification mechanism, it becomes evident that the process should be applied early if it is to have value for the participant. It is only through early appraisal that the participant will be enabled to draw upon the full range of developmental and remedial opportunities offered during the three years of the Program.

The second consideration relates to economics. We have pointed out earlier that all developmental

(continued on p. 8)

Group exercise finds the participant who knows how to influence friends and opponents.

Dimension/Exercise Matrix

Dimension/Exercise Matrix demonstrates graphically the application of the various exercises and simulations to the measurement of behavior along each of the twenty-three dimensions. Within the cells of the matrix a ★★ means it is a primary function of the exercise to measure the indicated dimension; a ★ means it is a secondary function of that exercise.

Dimension \ Exercise	Administrative Action Exercise	Creativity Exercise	Analysis Problem/Written Presentation	Admin.-Individual Oral Presentation	Admin.-Question and Answer Period	Admin.-Leaderless Group Discussion/Unassigned Role	Admin.-Writing Exercise	Analysis Problem/Oral Presentation	Individual Fact Finding/Decision Making Problem	Leaderless Group Discussion/Assigned Role	Observation/Judgment Exercise	Background Interview	
Planning and Organization	★★		★	★★			★★	★	★	★		★	Management and Organization
Management Control	★★											★★	
Use of Delegation	★★											★★	
Written Communication Skills	★★		★★				★★	★	★		★	★	Communication
Oral Communication Skills				★★	★★	★★		★★		★★			
Problem Analysis	★★	★	★	★	★	★	★	★★	★★	★	★		Problem Solving
Political Analysis	★★		★★	★	★	★	★	★	★	★	★★		
Judgment	★★	★		★	★	★	★	★★	★★	★	★		
Risk Taking	★★			★				★	★	★	★	★	
Creativity	★	★★		★			★	★			★	★★	
Knowledge of Education												★★	
Tenacity					★	★★				★★		★	Task Orientation (Alone)
Initiative	★★					★★				★★		★	
Stress Tolerance				★	★★	★		★		★★		★	
Energy				★		★		★		★		★★	
Group Leadership						★★				★★	★★		Task Orientation (With Others)
Individual Leadership	★★										★		
Adaptability	★		★★	★	★	★				★★	★★		
Decisiveness	★★			★		★		★		★			
Impact	★			★★		★				★			Interpersonal Qualities
Flexibility	★					★				★			
Perceptiveness	★			★	★	★				★★	★★		
Empathy	★★		★★	★	★	★		★		★	★★		

APPENDIX F

WORKSHOP AT STONEHILL COLLEGE

THE WOMEN'S LEADERSHIP PROJECT IN ADULT EDUCATION

Boston University School of Education

presents

PROGRAM PLANNING & BUDGETING/PERSONNEL PLANNING & YOU: A WORKSHOP

Stonehill College, North Easton, Mass.

Friday, April 25 -- Purpose: To develop a working knowledge of selected planning/budgeting techniques.

HOLY CROSS CENTER

8:45	- 9:00	arrival -- coffee and ... Holy Cross Center	
9:00	- 9:15	introductions	
9:15	- 11:15	SOME PLANNING TECHNIQUES AND APPLICATIONS	J. Gillis
11:15	- 11:30	break	
11:30	- 12:30	MANAGEMENT BY OBJECTIVES	C. Towey
12:39	- 2:00	lunch	
2:00	- 3:00	SPECIFIC BUDGET & ACCOUNTING TECHNIQUES AS APPLIED TO PROGRAM PLANNING	B. Shapiro
3:00	- 3:15	break	
3:15	- 4:30	BUDGETING (cont'd.)	
4:30	- 5:00	wrap-up	
5:30	-	supper	
6:30		set-up at Springhill	
7:30		party at Holy Cross Center	

Saturday, April 26 - Purpose: To analyze personnel functions and needs in an organizational context.

To develop our own potential roles.

SPRINGHILL

8:15	- 9:00	breakfast	
9:00	- 10:30	HOW TO DEFINE JOBS/TASKS WITHIN AN ORGANIZATION	B. Quay
10:30	- 10:45	break	
10:45	- 11:45	JOB SITUATION IN ADULT EDUCATION	M. Bodanza
12:00	- 1:30	lunch	
1:30	- 3:00	HOW TO PLAN YOUR JOB CAMPAIGN	S. Capon
3:00	- 3:15	break	
3:15	- 4:15	JOB CAMPAIGN (cont'd.)	
4:15	- 5:00	wrap-up	
5:30		supper	

APPENDIX G

JOB REFERRAL AND PLACEMENT RESOURCES

JOB REFERRAL AND PLACEMENT RESOURCES

AMERICAN SOCIETY FOR WOMEN ACCOUNTANTS
(Boston Chapter)
7 Herbert Road
North Quincy, MA 02171
#471-0374
Attn: Mildred Brady, President

Operates an employment service for women accountants. Professional Organization of Women Accountants.

ALTERNATIVES CENTER
1882 Dorchester Avenue
Dorchester, MA 02124
#436-0541

Posts jobs on a bulletin board.

BOSTON PROJECT FOR CAREERS
83 Prospect Street
West Newton, MA 02165
#969-2339

Maintains small list of professional part-time positions which are available for those being counseled by the Project. $20 fee.

BUSINESS AND PROFESSIONAL WOMEN
Natick Laboratories
Natick, MA
#653-1000 x2906

Maintains job bulletin board for jobs available in the laboratory. Also sends out monthly newsletter containing openings.

BROOKLINE WOMEN'S CENTER
40 Webster Place
Brookline, MA 02146
566-8705 or 232-7477 or 267-6553

Maintains job bulletin board.

BERKSHIRE COMMUNITY COLLEGE
West Street
Pittsfield, MA
#1-413-499-4660

Operates a placement service for students in such programs as Computer Science, Business Management and Secretarial Training.

BOSTON YWCA
140 Clarendon Street
Boston, MA 02116
#444-0650

Work with placement of professional and non-professional women on both part-time and full-time basis. No charge for full-time placement, one week pay for part-time and $15 for career counseling.

CAREER CENTER
4 Oak Street
Needham, MA 02192
#444-0650

Work with placement of professional and non-professional women on both part-time and full-time basis. No charge for full-time placement, one week pay for part-time and $15 for career counseling.

CIVIC CENTER AND CLEARINGHOUSE, INC.
14 Beacon Street
Boston, MA 02108
#227-1762

Career and Vocational Advisory Service providing vocational counseling and information about training and skill building courses. Particularly, interested in serving women. This is not a placement agency. There is a $10 fee for consultation. They are trained vocational counselors and make referral suggestions.

COMMUNITY WOMEN'S CENTER
308 Main Street
Greenfield, MA
#773-7519

CENTER FOR WOMEN
Massasoit Community College
290 Thatcher Street
Brockton, Massachusetts 02402
#588-9100 x232

Posts notices on bulletin board and in newsletter.

CENTER FOR WOMEN'S LEGAL STUDIES
698 Mass. Avenue
Cambridge, MA 02139
#492-5200

Provides positions for work study students.

EVERYWOMAN'S CENTER TASK FORCE ON EMPLOYMENT
U Mass/Amherst
Goodell Library
Amherst, MA 01002
#413-545-0883

Seven staff women working on career development. The Task Force on Employment offers the following services: Counseling, given on a one to one small group basis, both short term (Band-Aid) and longer range (Transdisciplinary Modular) Career Planning; Referral Service for women with specific career needs; Job Bank and Personal Profile Registration, open to all women seeking employment; Project Self Workshops; Speakers Bureau; Residence Hall Workshops; Mini Workshops; Handbook and Information Packet for sale on the concerns of Women and Work: Inservice Training Sessions for

those who are interested in learning more about specific areas of employment field as they relate to all women. Some services are free others have a small fee. Please write or call for further information.

FAMILY COUNSELING SERVICE CAREER CENTER
(West Region)
75 Walnut Park
Newton, MA 02158
#965-6200

Workshop, counseling, forming personal goals, testing and vocational counseling counseling are offered. Also prepare people to use placement services.

FIVE COLLEGE COORDINATORS OFFICE
Box 740
Amherst, MA 01002
#413-256-8316

Referral service available for the general areas of Amherst Holyoke, Northampton, etc.

GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN TALENT BANK
Room 2108
100 Cambridge Street
Boston, MA 02202
#727-6693

Operate a Talent Bank for women seeking policy-making professional and technical positions with emphasis on appointive state service openings. Also maintains register of job openings available in the office for walk-in service. We do not match resumes, however, we do make referral suggestions.

INTERNATIONAL ASSOCIATION OF PERSONNEL WOMEN
c/o Ropes and Gray
225 Franklin Street, Room 2400
Boston, MA 02110
#423-6100 x340

For members only. Services vary from community to community.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY SPECIAL ASSISTANT FOR WOMEN & WORK
Chancellor's Office
Cambridge, MA
#253-5921

Bulletin board posting fellowships, scholarships and occasional job openings. Also Women's forum discussion group and newsletter.

MASSACHUSETTS WOMEN'S BUREAU
Department of Commerce and Development
100 Cambridge Street
Boston, MA 02202
#727-3221, 727-3210

Advises, counsels and supports women wanting to start their own business.

NATIONAL ORGANIZATION FOR WOMEN ECONOMIC TASK FORCE
45 Newbury Street
Boston, MA
#267-6160

Accepts listing of jobs which are posted in the office. Accepts ads for newsletter. Has referral list of feminist agencies and consultants who charge fees. Task Force will consult on sex discrimination problems. Major purpose is to have an impact on community. Open Monday, Wednesday and Friday, 11:00 AM to 3:00 PM.

NEW ENVIRONMENTS FOR WOMEN ASSOCIATES
44 Bertwell Road
Lexington, MA 02173
#862-0663

Counseling services offered are Career, Educational, Resource and Life-Planning Counseling. Resume Consultation and Job Finding Skills also offered. Workshops and Group Counseling on issues of Career Development and Personal Growth. Consultation services offered are Career Development Programs for Education, Community Services, Business and Private Groups, etc.

SPANISH ALLIANCE
645 Dudley Street
Roxbury, MA 02119
#427-7175

Open to anybody. Has staff Job Developer who will try to find employment for you. On duty 8:30 - 12:00. All fields.

SELF DEVELOPMENT GROUP
25 Marion Road
Arlington, MA 02174
#643-0658

Job placement and counseling by exconvicts for exconvicts.

SELECTED EXECUTIVES, INC.
1106 Park Square Building
Boston, MA 02116
#426-5341 x3900

Specialize in female and minority professional placement, recruitment and consultation.

SPRINGFIELD WOMEN'S CENTER
Room 212
292 Worthington Street
Springfield, MA
#413-732-1852

Have a job referral committee.

STATE AFFIRMATIVE ACTION OFFICE
Room 743
294 Washington Street
Boston, MA
#727-7780, 7781

Operates an Affirmative Action Referral System for the Commonwealth referring women and minorities to all state positions both professional and non-professional. There is no fee for the service.

THE SECOND WAVE
P. O. Box 344
Cambridge, MA 02139
#491-1071

All employment work on an informal basis. All jobs are posted on the bulletin board in the office.

VALLEY WOMEN'S CENTER
200 Main Street
Northampton, MA 01060
#413-586-2011

Maintain a file of jobs available to anyone.

WOMEN IN COMMUNITY SERVICE, INC.
255 Huntington Avenue
Boston, MA 02109
#267-6740

Recruits and screens for Job Corps (ages 16-22). Provides placement services after training.

WIDER OPPORTUNITIES FOR WOMEN
Department of Employment Security
1st floor
Charles F. Hurley Building
Government Center
Boston, MA 02114
#727-8978

Serves women seeking career counseling, job hunting information, resume writing and confidence building. Maintains job reference book as well as resume file.

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION
264 Boylston Street
Boston, MA
#536-5651

Operates placement service for professionals and business women. Does career and job counseling as well as make job referrals. (Home Employment Department of the "Union" places Homemakers.)

WOMEN'S EQUAL EMPLOYMENT MANAGEMENT CONSULTANTS
15 Totman Drive
Woburn, MA 01801
#933-6226

Does placement of women in business and industries. Consultation on Affirmative Action and offer training in Human Relations area.

WOMEN'S RESOURCE CENTER
c/o YWCA
CETA CENTER
66 Irving Street
Framingham, MA 01701
#873-9741

Operates a guidance and counseling service. Offers vocational and job development counseling for underemployed and unemployed people. Helps women achieve their goals through continuing education.

WOMEN'S INNER CITY EDUCATIONAL RESOURCE SERVICE (WINNERS)
91 Warren Street
Roxbury, MA 02119
#440-9150

Has job bulletin board posting various job openings.

WOMEN'S OPPORTUNITY RESEARCH CENTER (WORC)
Middlesex Community College
Spring Road
Bedford, MA
#275-1016

Job referral system focusing on opportunities in business. A few opportunities are in education. Also provided are: Career Counseling; Filing of information and resume for $3. If a resume is filed you will be notified of appropriate openings.

APPENDIX H

RESOURCE CENTER READINGS

RESOURCE CENTER READINGS

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Bennis, Warren G., Chin, R. and Benne, K.D. The Planning of Change. New York: Holt, Rinehart and Winston, 1969

Bird, Caroline Born Female: The High Cost of Keeping Women Down. New York: David McKay Co.

Carnegie Commission on Higher Education Opportunities for Women in Higher Education: Their Current Participation, Prospects for the Future, and Recommendations for Action. New York: McGraw-Hill, 1973

deBeauvoir, S. The Second Sex. Bantam, 1970

Ferriss, Abbott L. Indicators of Trends in the Status of Women. Russell Sage Foundation, 1971

Friedan, Betty, The Feminine Mystique. Dell

Furniss, W. T. and Graham, P.A. Women in Higher Education. American Council on Education

Ginsberg, Eli Educated American Women: Life Stylest Self Portraits. 1971

Harmon, L. A. Status of Women in Higher Education: A Selective Bibliography. Iowa State University, 1972

Harvard Business Review Reprint Series, Fretz, C. F. and Hayman, J Progress for women-men are still more equal. 1973. Orth, C. and Jacobs, F. Women in management: Pattern for change. 1971. Boyle, B. Equal opportunity for women is smart business. 1973

Janeway, Elizabeth Man's World, World, Woman's Place: A Study in Social Mythology. Dell Publishing Company, Delta Paperback, 1971

Kellen, K. The Coming of Age of Woman Power. Peter H. Wyden, Inc., 1972

Kreps, Juanita Sex in the Marketplace: American Women at Work. Johns Hopkins Press

Loring, R. and Wells, T. Breakthrough: Women into Management. (paperback) Van Nostrand Reinhold, 1972

Mead, Margaret Male & Female. Dell Books, 1949

National Organization for Women Sex Discrimination in Employment: What to Know About It, What to Do About It. 2nd Edition, Boston: Equal Economic Opportunity Task Force, Eastern Massachusetts Chapter, NOW, March 1973

Ross, Susan C. The Rights of Women: An American Civil Liberties Union Handbook. Avon Books, 1973

Sexton, P. Feminized Male. Random House, 1969